

INTELLECTUAL OUTPUT 3

MENTORING

HANDBOOK

Build up motivation, digital and language skills
in migrant adults to favour work and social inclusion

MOTIVATE PROJECT
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MOTIVATE



Funded by the
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MOTIVATE PROJECT

Motivate Project aims to promote people's right to access services they need to reengage in training, thus preventing social exclusion. It is offering migrants, refugees, and asylum seekers adult learners a way to engage and motivate themselves, to increase their basic and transversal skills to enable them to participate fully in society and manage successful transitions in the labor market. Motivate Project includes partners from Sweden, Cyprus, Italy, Turkey, Germany, and Portugal.

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Motivate is providing good creative practices related to offering an innovative and efficient development model. It is also working to overcome prejudice, foster the acceptance of migrants at a European level, and promote the exchange of expertise among organizations active in different fields. The main innovation on this Project is multi-mentoring.

INTRODUCTION OF THE MENTORING HANDBOOK

Mentoring is a well-known term in today's society, yet it is frequently perceived differently by different people. Mentoring is a time-honored organizational practice. The demand for continual learning has never been higher in today's competitive corporate environment. At the same time, there has never been a greater desire for personal connection and interaction.

Motivate Mentoring handbook aims to reinterpret subtleties of mentoring, which is a valuable development activity for mentees and mentors. Mentors and mentees will have the opportunity to develop their leadership and interpersonal skills, reflect on their practice, and use their experience and expertise to support the development of others with the help of this handbook. It provides the skills and resources needed to effectively support each other through mentoring and different methods/models used in the mentoring field. As a result, It is here to support the development of all mentees and mentors.

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MENTORING

In this chapter, Educators will find definitions of mentoring, roles and responsibilities of mentors and mentees, needs of becoming a mentor and explain the benefits of mentoring to the target group.

'A mentor is someone who allows you to see the hope inside yourself.'
Oprah Winfrey

Unit 1

What is Mentoring?

Individuals who use the term of mentoring broadly to express a wide range of activities and objectives may naively believe they are precisely articulating their expectations and desires when, in fact, they may be understood somewhat differently by others. Mentoring is defined differently by individuals and organizations depending on their background, training, and experiences.

Lois J. Zachary (2000) defines the term as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee achieve clear and mutually defined learning goals.

David Kay and Roger Hinds (2002) considers mentoring as a relationship between two parties, are not connected within a line management structure, in which one party (the Mentor) guides the other (the mentee) through a period of change and towards an agreed objective.

These two definitions explain the term broadly and effectively. So it can be stated that, at its most basic level, mentoring is a self-directed learning relationship in which the mentee's learning needs are the driving force. It focuses on wider, softer, intangible issues such as learning goals (way to get to know the company culture) and more complex, more practical goals (learn how to manage one's direct subordinates). Mentoring lacks standards and is not a professional field of practice, even though many best practices are to be found (even though professionals practice it). Relationships with mentors develop naturally over time. A mentoring relationship might include a variety of people (from official mentoring to informal group mentoring or peer Mentorship, for example) and a variety of learning opportunities (shadowing, project development, conferences, and meetings).

Mentoring is a kind of training that contains goals to succeed, and it is a guidance of motivation, support, and advice for mentees whose progress is measured from the beginning until the end.

Individuals can better expand their capacity and preserve organizational dynamism in the face of constant challenge and change when mentoring integrates the benefit of

learning with the compelling human tendency for connection. Mentoring is also a wise business strategy. Organizations that consistently add value to mentoring see incredible benefits. They report higher retention rates, higher morale, more organizational commitment and work satisfaction, enhanced leadership skills, better performance management, decreased stress, more robust and more integrated teams, and improved individual and corporate learning.



Mentoring is not:

A passive activity shouldn't just be a once-in-a-while conversation; it should be regular, goal-oriented contact.

Coaching – While coaches may be paid financially for their services, a mentor may serve for more selfless purposes or profit from the interaction.

An alternative to formal training – Mentoring is not a substitute for proper exercise but can support it.
Management substitution – A mentor should not take on a mentee's manager's job or responsibilities.

A promise of advancement – A mentoring relationship does not guarantee progress. On the other hand, both sides may be able to increase their overall job satisfaction by developing competencies and skills.

Personal therapy – While successful mentors will listen to their mentees without making judgments, they should not be confused with therapists. The relationship's objective isn't to revisit the mentee's past.

Unit 2

Roles and Responsibilities of Mentors & Mentees

Because the term mentor is used interchangeably to describe various learning connections, it was crucial to mention what mentoring is and isn't before embarking on a journey to define a mentor and a mentee. A mentor functions as a guide who helps mentees establish and understand their own goals and pursue them successfully, unlike a teacher or even a coach, who focused on assisting people in learning and practicing a specific set of abilities. Mentors in today's world don't have the magical skills of divinity to help people overcome their difficulties, but they do have something else, which is just as powerful. They and their mentees have access to knowledge and research on how to build good mentoring relationships and help adults learn and improve. Moreover, a mentor may be a professional who can assist a mentee in developing their career. For the mentee, a mentor usually serves two purposes. The career-related purpose portrays the Mentor as a trainer who offers guidance to help the mentee improve their professional growth and progress. The Mentor's role model and network of support for the mentee is through the psychosocial purpose. Both activities offer inner and external lessons on professional progress and work-life balance.

Mentors should

- Collaborate with the mentee to create an Individual Development Plan (IDP)
- Learn how the organizations handle their programs, develop realistic work products, and act as a role model for mentees.
- Examine the essential fundamental qualities required to maintain a good leadership environment.
- Ensure that mentee work projects have start and finish dates and do not interfere with the mentee's official responsibilities.
- Meet with the mentee regularly to discuss and evaluate progress.
- Deliver their knowledge, perspective, constructive feedback, and suggestions for the implementation phase.
- Create and maintain a relationship of trust and respect with your chosen mentees.
- Preserve the confidentiality and act as a confidante.
- Assist mentees as a valuable resource.
- Make a long-term commitment to their mentees.
- Assist mentees in identifying and achieving appropriate goals by acting as a communication tool.
- Spend time and effort building a solid foundation and relationship with their mentees.
- When necessary, confront unfavorable attitudes and behaviors.
- Inquire about the mentees' suggestions or assistance as applicable.
- When it's appropriate, provide encouragement and wise advice.
- Respect Individual variations and offer guidance on career and professional growth.
- Participate in structured partnership-building sessions.

Mentees should

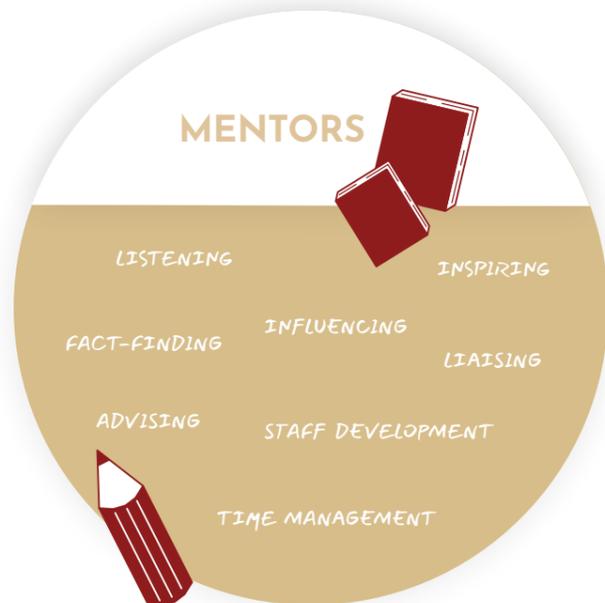
- Fill out a form to become a mentee.
- Meet with their Mentor regularly.
- Participate actively in Mentorship and goal-setting activities.
- Provide feedback and suggestions for improving the Program.
- Learn new skills and expertise from a different mentor.
- Learn and build new skills and competencies that may require in the future.
- Take charge of their development and the relationship's management.
- Preserve your confidentiality.
- Accept coaching, feedback, and new ideas with great enthusiasm.
- Ask questions without hesitations.
- Make connections with people both inside and outside the organization.
- Have open and honest communication.
- If necessary, share their values, ideas, and concerns.
- Participate in structured partnership-building sessions.

Unit 3 Needs to Become a Mentor

Mentoring is not a specialized area. A mentor is someone who has the expertise, interest, and encouragement to guide a coworker through a time of change. The role does not require formal qualifications. Some qualifications, nevertheless, are needed to be a mentor. A mentor must have passion, determination, eagerness, friendliness, the way to build doors, and practical experience to succeed. It's also essential to treat everything and share within the mentoring relationship with strict confidentiality.

S/he must also make sure that s/he knows or is willing to learn more about the mentee. Typically, the specific details which mentors need will vary depending on their conditions and the intention of their mentoring. For example, when they're mentoring for a professional or personal development program, they will need to know the mentee's goals and development plan. In certain situations, learning more about the mentee's personal life and experiences is also beneficial. It may be the case if they are enrolled in a structured study program and are required to complete such coursework or assignments on their own time. Their motivation to do so may be affected by their situation.

If mentors have relevant qualifications, they can help in certain situations. It may not be essential for all forms of mentoring. Still, mentors must be familiar with the curriculum and professional development guidelines if they mentor someone preparing for a professional degree. It is not necessarily appropriate for the mentors to have the same degree as the mentees are pursuing. Although this may be advantageous in some instances, the personal attributes mentioned here are more critical. A new perspective from a different position can be beneficial in most cases (Kay, D., & Hinds, R.). People will need a variety of other personal qualities to be successful mentors. Some can be indicated here:



However, direct instruction or tutoring skills are not required because these are more appropriately the responsibility of the line manager or instructor than the Mentor. Mentors don't have to have all of the necessary personal skills right away. Being a mentor, in reality, will help them improve these skills.

Unit 4 The benefits of Mentoring for the Target Group

The primary goal of mentoring is to support the mentees. They must be thoroughly informed beforehand to achieve all of the benefits. Mentors will play a vital role in this. Their job will be to explain the Program's nature and purpose to their mentees, as well as the expected outcomes, which include the following:

- Identification and organization of additional practical training
- Establishment of networks
- Development of a career strategy and steps toward its realization
- Help with job applications
- Assisting the mentee in obtaining employment interview invitations
- Encouraging the mentee to believe in their abilities.
- The creation of a business plan

Mentees will be expected to have:

- Professional achievement
- Personal growth
- Occupational orientation
- Change of vision
- Motivation
- Self-confidence
- Workplace networking
- Reality check
- Know-how transfer
- Exchange of experience
- Communication
- Conflict management and criticism

CHAPTER 2

COMPETENCES FRAMEWORK FOR MENTOR AND MENTEE

Unit 1 Importance of the Competences for Mentor and Mentee

A mentor's role Indeed, such a specific relationship requires being flexible and adapting to the changing and growing needs of the mentee. The Mentor provides guidance and support to mentees to help them develop professional and personal skills. During a mentor-mentee relationship, a mentor can play different roles and take on characters that help the mentee achieve their goals (Coach, Devil's advocate, Support System, Resource)

As for the mentees' part, they are asked to learn and absorb as much information and knowledge as they can. While mentee's role is less varied, they still play a crucial role in the relationship (Planner, Investigator, Student).

Unit 2 Sequence of Stages while Establishing a relationship

Clutterbuck (2005) indicates a sequence of stages in the relationship between the two participating characters:

- Building Rapport
- Setting Direction
- Progression
- Winding Down
- Professional Friendship / Moving On

Phase 1
Rapport-building is the opening phase in which the Mentor and mentee decide whether or not they want to work with each other. For some reason, the mentee-mentor relationship is perceived as unbalanced or ineffective. In this case, the path will not progress very far. As crucial as the skills to be achieved is the ability of the Mentor to recognize a potential lack of connection and manage it positively - confronting the matter openly and reconsidering with the mentee what kind of person or professional figure might better meet their necessities. At this initial step, mentors and mentees agree on how the relationship and meetings will be conducted - what each expects of the other, particularly in terms of behavior, communications, and learning outcomes.

Phase 2
The direction-setting stage coincides with the Mentor and mentee agreement on the outcome of the relationship and how. For example, setting clear development targets can help the mentee achieve and temporal deadlines fixed. Goals may change with circumstances or as they are completed and replaced with new ones.

It is also a mentor's job to understand how goals match the mentee's starting competencies and necessities and possibly adapt them to better fit.

Phase 3: Progress-making is one of the most demanding stages of the mentoring relationship - where most of the time and energy is expanded. Having helped the mentee define and commit to personal change, the Mentor must guide and support them as needed. Most of these efforts will occur within the face-to-face mentoring meetings but must be achieved through online conversations and email. Also, the Mentor will explicitly address the types of mentoring and focus on how to build trust and meaningful relationships in the following chapters.

Phase 4
Winding down phase occurs as the relationship has delivered or helped deliver the expected learning outcomes. It is not always obvious when the time has come for the mentee to leave the comfort zone of the mentoring "nest." The Mentor's activity must be sensitive to this issue and, to some extent, pre-emptive, reviewing the value-added relationship with the mentee from time to time. Knowing where the relationship is expected to lead also helps the mentoring plan towards an effective and emphatic ending.

Phase 5
Eventually, the last step concerns moving on from a mentoring relationship into a less committed, more casual relationship or professional friendship demands potential complex skills of redefinition. These are compared to changes in the family relationship between parent and child. Some relationships never progress beyond parent-child behaviors, even when the child has grown up and become a parent in turn. Other parent-child relationships dissolve into conflict: instead of dependence, the child's need to self-express leads to counter-dependence - a parent's rejection. However, in a healthy relationship, the child achieves independence,

Unit 3

Competence Framework

It is particularly beneficial to specify, even before starting the mentor-mentee relationship, a set of knowledge, awareness, skills, and competencies that the relationship is expected to bring to the surface or strengthen. This guided path often takes the name of a competency framework, a model that describes performance excellence regarding a specific activity or a project. Such a framework usually includes several competencies applied to multiple occupational roles within the organization in the broader contexts. Each competency defines, in generic terms, excellence in working behavior; this definition then establishes the benchmark against which staff is assessed. Therefore, a competency framework is a means by which activities, projects, or organizations clarify which behaviors are required, taken as a benchmark, valued, and rewarded concerning specific occupational roles. The mentor-mentee relationship, a competency framework, ensures that both the participants and their trainers understand its values and expected excellent performance behaviors.

Let us, therefore, analyze the competency framework developed for this mentorship program:

	Mentor	Mentee
Competences	<p>Professional competencies</p> <ul style="list-style-type: none"> In addition to field experiences, the Mentor must have management experience to convey what a manager expects from newcomer; Can create a supportive environment to enhance partnerships and working relationships with the mentee; 	<p>Practical competence</p> <ul style="list-style-type: none"> The mentee must be aware of the reasons why s/he is undertaking a mentoring path. Such awareness should desirably come from also through a practical and base-level experience within the mentoring field.
Attributes / Personal attitudes	<p>Open-mindedness</p> <ul style="list-style-type: none"> Allowing the mentee to progress at a more natural pace; Avoiding prejudice in terms of the mentee's background, origins, or any other mentee's characteristic unrelated to the relationship; <p>Honesty</p> <ul style="list-style-type: none"> Clear and transparent behaviors help gain the trust of the mentee, and it produces faster development. 	<p>Respect</p> <ul style="list-style-type: none"> value the Mentor's knowledge and insights; use the Mentor's time and efforts wisely give and receive feedback in a professional manner <p>Initiative</p> <ul style="list-style-type: none"> engage in goal setting to ensure learning needs and time is utilized prepare in advance for meetings with your Mentor
Knowledge	<p>Field and context cognizance</p> <ul style="list-style-type: none"> In-depth knowledge of the working environment and the professional background; Up-to-date knowledge of the field of study, familiarity with the current internal and external professional trends and analytical capacity in the specific market assessment; <p>Project documents</p> <ul style="list-style-type: none"> This framework plays the role of a guided path, and the Mentor study the present handbook and interiorize it to understand how far the mentee from the desired learning outcomes is; The Mentor shall respond to any questions or doubts about the mentorship program that the mentee might ask. 	<p>Project documents</p> <ul style="list-style-type: none"> The mentee, once the mentorship program has started, will be provided with the handbook, and s/he will be asked to read it carefully to understand the expected learning outcomes and how the Project is carried out;

Soft skills and Hard skills

Leading and supervising

- Provides clear direction and creates an enabling environment for the mentees to reach their full potential and learning outcomes;
- Acts as a role model and motivates to achieve the highest standards of quality and efficiency;

Networking

- Shows and teaches how to build a significant professional network;

Resilience

- Provides leadership and guidance in complex or crises by demonstrating composure and calmness;

Online communication and digital skills

- Since the meetings, for one or both actors' necessities, might be held through a blended way, the Mentor must have a sufficient proficiency using standard software and online tools to offer high-quality teaching;
- Homeworks or tasks that the mentee is asked to fulfill must be available online, and they should not require any other specific limitations.

Time management

- A good mentee must be sufficiently talented at time management to commit enough time to make mentoring worthwhile.

Resilience

- Maintains composure and remains calm under pressure by keeping a sense of perspective when faced with difficult situations;
- Remains constructive in dealing with setbacks;
- Adapts positively to changing circumstances;

Communication

- build relationships with Mentor and other mentees;
 - to be able to listen actively;
 - reflect critically before and after meeting with your Mentor about your motives, passions, attitudes, thoughts, feelings, and behaviors;
- Independence:
- manage the process of implementing and evaluating your learning action plan;
 - acknowledge your Mentor's contributions to your learning.

Online communication and digital skills

- Since the meetings, for one or both actors' necessities, might be held in a blended way, it is essential that the mentee has digital support available and can perform tasks with ease of use.

▲ TYPES OF MENTORSHIP

Mentoring can be applied within different contexts and achieve distinct goals within organizations. Therefore it is essential to realize which mentoring Program better fits the needs. In this chapter, we will focus on the different types of Mentorship by describing their main attributes.

Unit 1

Formal and Informal Mentoring

These two types of Mentorship are similar but not the same. In a formal mentoring program, everything is organized and planned to achieve a specific goal, generally on a long-term basis. On the other hand, informal mentoring is more flexible and can occasionally occur without a particular schedule to follow.

Formal mentoring attributes:

- Established goals
- Measurable outcomes
- Expert training and support
- Strategic pairing between Mentor and mentee

Informal mentoring attributes:

- Unspecified goals
- Unknown outcomes
- Limited Access to the mentoring Program (occasional meeting)

Unit 2

One to One Mentoring

In this type of Mentorship, the Mentor is matched with the mentee based on experience, goals, personality, and other factors. It is an intelligent way of mentoring as both sides feel comfortable with it and allow personal relationships. In this type of Mentorship, the mentee has full individual support and attention.

- Build a relationship based on trust
- Agree on goals and activities tailored to the mentee
- Offer long-term support

Unit 3

Group Mentoring

Group mentoring is similar to classroom training, where one or more mentors work with a group of mentees. In this type of Mentorship, mentees are exposed to multiple perspectives at once, and it provides the opportunity of developing relationships within the group.

- Relevant topics
- Goal focused interaction
- 1:4 Mentor to mentee ratio in groups
- Limit group size to max eight people (including mentors)

Unit 4

Virtual Mentoring

This type of Mentorship refers to any kind of activity that does not require face-to-face meetings. Usually, It is carried through Skype, email, or telephone, for example. This type of mentoring can be very efficient for mentees who live in a high-tech environment. A virtual mentoring program has the high benefit of reaching mentees in remote locations and may not have access to a mentor.

- Provide a lot of resources and an organized program structure
- Frequent track and feedback to a mentee is crucial to assure consistency
- Well developed online platform for everyone to have regular and easy access to resources
- Promote connection tools (Slack, Zoom, Skype, etc.)

Unit 5

Reverse Mentoring

In this type of Mentorship, a more experienced person is assigned with a junior participant who acts as the Mentor. In organizations, reverse mentoring can be helpful for older employees to stay up-to-date with the latest technologies, get fresh perspectives and empower possible future leaders.

- Make the perfect match
- Encourage open-mindedness
- Make sure both parties understand their role full
- Track and measure mentoring outcomes

Unit 6

Peer Mentoring

This type of Mentorship starts with one person being more experienced in a specific domain. However, as the relationship develops, the mentee adds as much value as the Mentor and balances the interaction, creating a co-learning environment.

- Both identify a goal that can be achieved by mutual help
- Identify a skill that you would like to develop from the other person
- Communicate in an open way to stimulate a good relationship
- Develop and commit to regular meetings.

EXAMPLES OF BEST PRACTICES

BEST PRACTICE EXAMPLE 1

Country	Turkey
Title of Best Practice	Reverse Mentoring
Organization Name	Unilever
Author	Leyla Meletli from Faal Derneği
Main Methodologies	The primary method in this practice is to mentor more experienced people by the young generation, unlike all other mentoring practices. It is an application that focuses not only on experience and knowledge transferred from generation to generation but also on producing new knowledge.
Summary and Description of the Best Practice	In this Unilever practice, students selected from Bahçeşehir University (BAU) mentored three senior executives working in Unilever Turkey, then other company managers in Turkey and Istanbul on issues such as life and daily life and adaptation to the business world. Issues such as the expectations of this new generation from the business world and brand perception were included in the Reverse Mentorship practices. In addition, many managers within Unilever and their matched students continue to run a similar program.
Aim/s of the Best Practice	<ul style="list-style-type: none"> • Providing intergenerational communication, • Providing the young generation with a mentoring experience, • To catch innovations in every field, • Ensuring the presence of students in the business world, • To enable experienced people to share their experiences, • To offer inexperienced people the opportunity to share their expectations and ideas.
Impact on Beneficiaries	<p>This practice has double-sided effects. Both the young generation has the experience of being a mentor and presenting their ideas to the senior people in the fields they will work in, and the experienced people can develop themselves with innovations. In addition, intergenerational communication and exchange of experiences with both sides have passed on.</p> <p>İrem Bilgili, Management Engineering, 4th year / Mentor of Harm Goossens, Chairman of Unilever Turkey: “Thanks to the Unilever Reverse Mentorship Project, I had the chance to meet Harm Goossens, the Chairman of the Board of Unilever Turkey, which I may not see except for big organizations, to make a one-on-one presentation to him and to get his ideas.”</p>

Methods

First of all, mentors (younger generation) and mentees (experienced employees) are matched because of their suitable working areas. They then come together in groups. Mentors participate in projects that mentees are currently working on, and they work together. Later, the mentors (younger generation) present the needed and missing ideas during the project phases. They discuss what can be done by delivering their presentations to mentees. In this process, mentees (experienced employees) explain some of their plans to the mentors based on their experiences. In this way, better quality works are produced together due to mutual interaction with the practice that lasts about two months.

Sustainability

It is a practice that gives a voice to the young generation that catches the innovations; it is future-oriented. In this way, there is a transfer that constantly renews and develops itself. Therefore, it is much better than other practices in terms of sustainability.

Further Readings

<https://bau.edu.tr/haber/13239-tersine-mentorluk-zirvesi-duzenlendi>
https://www.isorder.org/2019/vol.11_issue.4_article65_full_text.pdf
<https://coop.bau.edu.tr/tersine-mentorluk/>

Photos Showing the Best Practice



BEST PRACTICE EXAMPLE 2

Country	Sweden
Title of Best Practice	Mentoring for Migrants Integration
Organization Name	Nema Problema
Author	Nema Problema
Main Methodologies	<p>Nema Problema is a non-profit organization based in Stockholm that focuses on creating opportunities between people of different backgrounds. It helps newly arrived migrants enter the Swedish labor market, achieve their educational goals, and develop social networks between them and already established migrants.</p> <p>To achieve this, they developed two main mentoring programs:</p> <ul style="list-style-type: none"> • Nema Problema Ungdomsmentor • Nema Problema Yrkesmentor
Summary and Description of the Best Practice	<p>Nema Problema Ungdomsmentor Nema Problema Ungdomsmentor is a one-year program where newly arrived youth interact with young Swedes adult who help them reach goals related to long-term occupation.</p> <p>Nema Problema Yrkesmentor Yrkesmentor is an eight-month program where newly arrived professionals are matched with a mentor with at least ten years of experience working in Sweden. They meet regularly, trying to help the newly arrived take steps towards the Swedish labor market. They also can participate in networking sessions, and Nema Problema provides advice relevant for finding a job.</p>
Aim/s of the Best Practice	<p>Both programs focus on:</p> <ul style="list-style-type: none"> • Increasing academic achievement • Increasing contact with the labor market • Increasing wellbeing among the participants • Increasing prosocial behavior • Increasing intra ethnic ties and knowledge of the integration context • Improving professional network • Improving language skills • Improving social skills
Impact on Beneficiaries	<p>Nema Problema Ungdomsmentor</p> <ul style="list-style-type: none"> • Mentees find new jobs • Academic grades improve • Mentees formulate goals during the Program and boost their motivation • Establish relationships with locals • Integrate within the culture <p>Nema Problema Yrkesmentor</p> <ul style="list-style-type: none"> • Mentees improve their CV and cover letter • Improve their professional Swedish language terms • Gain knowledge on Swedish social norms and workplace culture • Increase their professional network • Improve their skills to mentor others

Methods

Nema Problema Ungdomsmentor

- Start-up phase. It serves to define mentors' and mentees' expectations and goals and develop good relationships between both and between the different groups enrolled in the Program.
- Mentors and mentees meet at least once a month for nine months to work on previously established goals. In addition, group meetings can be held within all groups

Nema Problema Yrkesmentor

- Interview and Matching. Participants are interview and matched with mentors regarding the mentee's needs and the goals that they want to achieve
- Start-up. Mentor and mentee meet for the first time and are given the first tips based on previous experience.
- Meetings. Mentor and mentee meet at least once a month for eight months. During these face-to-face meetings, goals are first designed, and the activities are developed according to the mentee's needs.

Sustainability

The sustainability of the mentoring programs is sustained by a share of knowledge between the mentors and mentees. It means that the mentees, among all the goals, also develop mentoring skills that help motivate them to reciprocate the experience with newly arrived migrants in Sweden. The reports from the organization show that the number of participants keeps increasing over the years.

Further Readings

<https://www.nemaproblema.se/>

https://www.youtube.com/channel/UCov139x6C79RZ1O_bbSpclO
(Nema's YouTube Channel)

<https://www.youtube.com/watch?v=MqDwUUISRKM&>

(in Swedish) In Nema Problema, newly arrived young people can get a mentor for one year. In addition, group meetings and study visits are arranged to provide inspiration and motivation for studies and work.

Photos Showing the Best Practice



Diploma Ceremony between Mentor and Mentee

BEST PRACTICE EXAMPLE 3

Country	Cyprus
Title of Best Practice	Combination of Digital Language Classes and Mentoring
Organization Name	Project Phoenix
Author	Holly McCamant and Tiziana Heck from Project Phoenix. Center for Social Innovation CSICY.

Main Methodologies

Project Phoenix operates under a systems thinking methodology, which we utilized for this Project. Systems thinking looks at broad perspectives to identify needs rather than specific events. In this Program, it was clear that language abilities for asylum seekers were an essential skill that would help integration on many levels.

We also utilized a bottom-up approach - rather than a top-down approach - when determining the needs addressed in the Program. Caritas Cyprus was consulted, and we conducted a trial program, which helped us design the most recent version.

Summary and Description of the Best Practice

In Cyprus, asylum seekers were connected to ELT Professionals in India and a mentor in the United States. Thirteen English lessons - conducted in classes of one or two - were provided to each Student and six mentoring/coaching sessions. The English lessons covered topics essential for daily life and integration in Cyprus. The mentoring sessions assisted with preparation for entering the job market and connections to other resources.

Aim/s of the Best Practice

The Program is aimed at assisting students to continue their English language learning journey and grow as professionals. Cyprus is home to many asylum seekers, but there are few educational opportunities available to them. Many of them do not speak English or Greek, and what classes did exist were shut down during the lockdown. We connected asylum seekers in Cyprus with ELT professionals in India and a student mentor, allowing them to improve their English and receive preparation for the job market.

Impact on Beneficiaries

All students improved their ability to communicate in English, which has helped them with integration and daily life in Cyprus. Students also found the mentoring sessions beneficial to their wellbeing and assistance in creating CVs and providing job application advice. Seeking asylum in Cyprus can feel dehumanizing, so beneficiaries were thrilled to be treated as humans with talents and potential. Those who had a class partner typically befriended their fellow student, helping each other out with the class and building community.

Testimony from one of the participants: **"At the end of the program, I expect social and professional skills that will allow me to get better job opportunities."**

The Mentor's (Holly) update on one of the Program's success stories. A student was able to help another hospital patient by translating what the doctor had said in English (09.04.2021): <https://www.facebook.com/210509442820952/videos/480360326443105>

The mentee (Marvel Sarah) shares her highlight of the Program. (21.04.2021): <https://www.facebook.com/210509442820952/videos/2816052571991213>

Methods

- Online English language classes for each student/student pair were guided by a teaching curriculum designed by two teachers who had already participated in two of our previous online English classes projects and functioned as the English Program's evaluators. The curriculum was slightly adapted again after the two teachers, who had designed the curriculum, carried out one-on-one evaluation interviews with all students to determine their current level of English proficiency. The students' respective teachers also adapted the curriculum to suit their Student (s) needs as the classes progressed.
- The mentoring sessions with one of the Student Lead included individual support with the Student's professional development. It included CV-building exercises, cover letter writing, as well as mock job interviews. An emphasis was also placed on connecting like-minded students, recommending activities in the community to the students to support them in their inclusion, and referrals to the Cyprus Refugee Council in critical situations.
- The teachers and the mentors had an online report sheet to add the content and feedback from the lessons for each of their students. The Mentor and teacher wrote on the same sheet for the same Student. Reading each other's comments, both the respective teachers and the Mentor could better understand the Student's learning needs. Student reports are disseminated to teachers to learn and get new ideas for activities and assignments.
- SIM card and data plans were available for all students for the Program's entirety to attend their online English classes and mentoring sessions with their mobile phones and a stable internet connection. Not all students had internet access otherwise. It is possible to attend classes from their residence and not have to go elsewhere to find wifi (which would have been especially difficult during a lockdown).
- We used a free online video meeting platform for English language classes and mentoring.
- Reminder messages are sent to the Student Lead to the programs' students before important meetings and, if needed, before their English language classes and mentoring sessions increase punctuality.

Sustainability

With the impact of the COVID-19 pandemic on in-person language classes in Cyprus, online classes are the logical solution for the foreseeable future. A network has been established within the Indian ELT professionals, making teacher recruitment a smooth process for future classes.

Language skills in English can also help students learn Greek in the future and help out any other asylum seekers without much English/Greek knowledge.

Further Readings

"How a Pandemic brought together an Indian Teacher with a Congolese Student in Cyprus", By Phyllis Wanjiru, Project Phoenix Medium Blog

Photos Showing the Best Practice

Stakeholder Meeting includes two of the Program's students and two of the teachers, Project Phoenix's project partner Caritas Cyprus, the funder of the programme, the European Students' Union, and the Students Leads and Project Phoenix team members. (28.04.2021):



BEST PRACTICE EXAMPLE 4

Country	Italy
Title of Best Practice	Mentoring Circles
Organization Name	Comune di Olbia
Author	Comune di Olbia
Main Methodologies	<p>The Project's methodology and practice are adapted to meet the geographical isolation characteristics and the seasonality of small islands life.</p> <p>Peer-to-peer mentoring is mainly e-based through live streaming of many activities to reach as many participants as possible.</p>
Summary and Description of the Best Practice	<p>"Blue Social Growth" is an experimental pedagogical plan for training the populations within small islands. It addresses recent immigration and refugees' crisis through developing blue growth economy social enterprises.</p> <p>Specifically, the best practice presented here proposes a circle of six pilot e-Mentoring sessions in each partner country to enrich the support they will receive in meeting their objectives and starting up their enterprises.</p>
Aim/s of the Best Practice	The expected results of this best practice are enhancing the interaction among refugees, second-generation successfully settled migrants. The peer-to-peer mentoring sessions will also contribute to developing a program that can be used with other members of the target audience in the future to continue encouraging corporate executives to create such socially impactful practices within the European community.
Impact on Beneficiaries	The expected impact on participants relates to practical entrepreneurial experiences, know-how, information, and the key competencies and soft skills required to run a business. Such a specific mentorship methodology allows the mentee to gain first-hand and direct experience with examples of successful integration processes. Therefore, mentees can have access to a detailed roadmap of steps and activities suggested achieving a positive and satisfying living in the host country.
Methods	<p>Peer mentoring is a form of Mentorship that usually occurs between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee). Some widespread examples come from the didactic field with experienced students helping first-year students in a particular subject or a new school. Peer mentors also partake in health and lifestyle changes.</p> <p>Peer-to-peer e-based mentoring: The participants in the e-learning pilot training will be entitled to participate in the piloting as mentees. Facilitators are chosen from partner organizations. During the e-learning training program, monthly peer-to-peer mentoring circles will take place altogether six mentoring sessions among mentees from different countries. The mentoring circles could take place through skype conferences (or on live video conferencing platforms). Each process of mentoring sessions will run in each country.</p>

Sustainability

The participation of second-generation migrants will act as mentors to refugees through pairing techniques. Sharing the same experiences and having a common migrating background can help build solid and long-lasting relationships between the Mentor and the mentee.

Furthermore, suppose the peer-to-peer Mentorship is recognized as successful. In that case, the mentee will probably be willing to share knowledge and help future refugees look for a mentorship program. Therefore, the sustainability features is supported by the possibility of relying on an increasing group of people who can give their contribution as mentors after having been mentees.

Further Readings

Griffiths, Kathleen, Foula Kopanidis, and Marion Steel. "Investigating the value of a peer-to-peer mentoring experience." *Australasian Marketing Journal (AMJ)* 26.2 (2018): 92-98.

Hogan, Rosemarie, Deborah Fox, and Georgina Barratt-See. "Peer to peer mentoring: Outcomes of third-year midwifery students mentoring first-year students." *Women and Birth* 30.3 (2017): 206-213.

Colvin, Janet W., and Marinda Ashman. "Roles, risks, and benefits of peer mentoring relationships in higher education." *Mentoring & Tutoring: Partnership in Learning* 18.2 (2010): 121-134.

Photos Showing the Best Practice



BEST PRACTICE EXAMPLE 5

Country	Portugal
Title of Best Practice	PILD-Programa para a Inclusão e Literacia Digital
Organization Name	Câmara Municipal de Lisboa
Author	Helder Touças, Vanessa Verissimo, Luisa Dornellas

Main Methodologies Through gamified and informal "Digital Skills" workshops, participants are challenged to explore the democratic, critical thinking, and creative potential and earn digital badges, online micro-credentials (Gibson et al., 2015) based on the Open Badges standard. From fake news fact checker to coding, earned badges become available on an online portfolio, the "Digital Skills Passport", allowing skills to be shared across the web, social networks, or included in a Résumé while boosting employability skills and digital citizenship. The Program operates through non-formal education methodologies, and participants are at the focus of the learning process. The approach can be one-to-one or small groups to achieve the singular development of abilities and capabilities that enhance and motivate self-learning and empowerment. The person can direct their learning and can contribute to help others evaluate their learning evolution.

Summary and Description of the Best Practice The "Digital Skills Passport" is composed of 10 digital skills - from internet safety to coding fundamentals, based on the DIGCOMP 2.1 - European Reference Framework for Digital Competences (Vuorikari et al., 2016) and the LIDIA Project (Costa, Cruz, Viana & Pereira, 2015). It is a newly designed program for digital inclusion and literacy targeted to all, being migrants, refugees, asylum seekers, focusing on the unemployed, the elderly, and those with low levels of education or on low incomes, who are considered a priority. The idea is to offer digital inclusion and literacy opportunities to those at risk of exclusion to access essential services disposable online, Such as health services, finance & personal accountability. People choose their rhythm for learning activities. Two mentors are permanently available to facilitate, providing follow-up.

- Aim/s of the Best Practice**
- Promotion of social inclusion
 - Increasing cultural exchange and critical thinking
 - Easy learning environment
 - Sharing ideas and experiences
 - Individual approach allowing to address individual needs

- Impact on Beneficiaries**
- Feeling of belonging
 - Empowerment
 - Self -motivation
 - Facilitators as contact persons
 - Committed social interactions
 - Promoted social inclusion
 - Interaction
 - New perceptions & opportunities

Methods

The pedagogical approach on Workshop sessions revolves around integrated, progressive, and flexible learning activities called "Digital Challenges." They are based on the Connected Learning paradigm (Ito et al., 2013), the Non-formal Education pedagogical paradigm, and gamified strategies such as missions, quests, badges, role-playing, and game narratives. "Digital Challenges" value learners' skills and experiences and incorporates them in the learning process by leveraging prior learning and focusing on informal daily tasks. The learning process is designed towards significance by challenging learners to engage in thoughtful and entertaining activities that take elements from everyday life. Skills are purposefully concise, pragmatic, and refer to citizens' most common interests and activities, as identified on LIDIA's Project (Costa, Cruz, Viana & Pereira, 2015). Skills are also device neutral, respecting the most current research on second and third-level digital divide (Wei et al., 2011; Van Deursen & Helsper, 2015).

Sustainability

It integrates National initiatives of Digital Inclusion, such as the Lisbon University's international Project LIDIA (Lidia. i.e., Lisboa. pt) and Alberta University OBLID Network (contemcom.org). It partnered with the latter, providing training for digital facilitators in rural areas of Portugal and co-authoring multimedia resources in Digital Citizenship. The "Digital Skills Passport" program began in September 2017, focusing on the population of Marvila, an underprivileged neighborhood of Lisbon, in collaboration with local NGOs, the local parish, and the local public library. Since then, more than 2000 digital learning badges have already been issued, 65% of which to female participants. More than 160 multi-session workshops took place in priority city neighborhoods/parishes. Additionally, two training for trainers/mentors courses were concluded, providing professional development on Digital Passport methodology, allowing the initiative to scale up at a national level potentiating its impact and assuring sustainability. The method is adjusted to improve language learning, cultural exchange, professional career, friendship, inclusion, lifelong learning, skills development, and a wide range of institutions, schools, workplaces, or NGOs.

Further Readings

Website of the Project:
<http://www.cm-lisboa.pt/>
 Article Elm Magazine
<https://elmmagazine.eu/news/bringing-digital-empowerment-into-everyday-life/InCode2030>
<https://www.incode2030.gov.pt/passaporte-competencias-digitais-pild-0>
 Epale News
<https://epale.ec.europa.eu/pt/content/programa-de-inclusao-para-literacia-digital-pild>

Photos Showing the Best Practice

Contacts
 luisa.dornellas@cm-lisboa.pt • helder.toucas@cm-lisboa.pt •
 vanessa.verissimo@cm-lisboa.pt



BEST PRACTICE EXAMPLE 6

Country	Germany
Title of Best Practice	Kulturgrenzenlos
Organization Name	Kulturgrenzenlos
Author	Constanze Rassbach from KulturLife gGmbH
Main Methodologies	Tandem mentoring (peer/buddy approach)
Summary and Description of the Best Practice	<p>“Kulturgrenzenlos” is an association which has set up a “tandem” project between university students and newly arrived citizens (people with migration background, refugees, asylum seekers). The idea is to match two people who then spend leisure time together and implicitly connect and exchange culturally.</p> <p>This example for mentoring is designed as a so-called “tandem” concept. It refers to the relation between the Mentor and the mentee as a peering nature. It is not a classical mentorship relation: Both involved can act as Mentor in some fields and as a mentee in other areas depending on the expertise and the experiences.</p>
Aim/s of the Best Practice	<ul style="list-style-type: none"> • Fostering social inclusion • Enhancing exchange and open-mindedness • Easy first contact-making in a comfortable atmosphere • Sharing experiences • Personal approach allowing to address individual needs
Impact on Beneficiaries	<ul style="list-style-type: none"> • Feeling of belonging • Specific contact person to address questions, worries, etc. • Practicing social interactions • Fostered social inclusion • Interaction on eye level • New perspectives
Methods	<p>Within the Project, the method of “tandem learning” is used initially applied mainly for language learning in the format of mutual teaching. The technique can quickly be adapted to any context in which people of different knowledge backgrounds, competencies, or else come together and learn from each other. Depending on the field to exchange and the progress in creating a unique mentoring system, the role of Mentoring and the mentee can change quickly and frequently depending on the respective expertise and experience. Therefore, hierarchical structures are avoided, and the mentoring can happen mutually, highly respectfully, and on eye level.</p>
Sustainability	<p>Long-lasting relationships due to mentoring intensity Due to the one-to-one approach, a stable and trustful relationship can evolve. Personal issues are more likely to be discussed in such a close mentoring than in a group setting, and progress made together more easily when focusing on each other.</p> <p>The adaptability of the method according to the context Techniques can be adapted to any context, any field (language learning, cultural exchange, professional career, friendship, inclusion, lifelong- learning, fostering competencies, etc.) and by any institution (school, workplace, NGO, club/association, etc.).</p>
Further Readings	<p>Website of the Project (website can be displayed in different languages): http://kulturgrenzenlos.de</p> <p>Video about the Project (in the German language): https://www.youtube.com/watch?v=vCb-PlnXD2vg</p>

CHAPTER 4

HOW TO BUILD A RELATIONSHIP BETWEEN MENTORS AND MENTEES WITH THE RESPECT TO TRUST-BUILDING?

Unit 1

A trustful atmosphere as the basis for mentoring

When starting to think about becoming a mentor, you will inevitably come across the trust as an essential element within mentoring. Why would trust be a prerequisite for a stable and prosperous mentor-mentee relation? Instead, the question is, could you imagine sharing personal details of your private life and former experiences with a stranger you have just met on the bus? See, that is why!

According to the Oxford Dictionary, trust can be defined as the “firm belief in the reliability, truth, or ability of someone or something.” One might think that trust is an element of the private context, friendships, and families. But after all, we are still the same human beings. Even if we might distinguish between a professional setting and our private life and act differently according to this distinction, we still feel the need for a certain level of trust when interacting with other human beings. Therefore, it is just as essential to creating trustful relationships within the non-private/work field. It is especially crucial in professional settings when people work closely with each other, especially in mentoring settings. Only with a stable base of trust can a mentee’s relation work well in the long term and become fruitful.

Four Key Elements of Trust

Charles Feltman defines four key elements of trust in his writing¹: sincerity/integrity, reliability, competence, and care.

- **Sincerity/integrity:** One can only build trust when being sure that the other is honest. It also means avoiding making false promises or raising false expectations. You, as a mentor, should act based on sincerity and with the best intentions for your mentee.
- **Reliability:** The principle of reliability is simple: Do what you promised to do. It might sometimes be tricky to implement in practice, as there might be impeding elements (last-minute deadlines, short-notice appointments, unforeseen events, etc.). Communication is the key in this case: be transparent and inform people about unexpected events/tasks to adapt to these changes and, e.g., use their time differently in the meantime.

- **Competence:** Talking about work-related/professional mentoring, the competencies and work experiences you bring into the relationship matter much for your mentee. The reason why you act as a mentor for the respective field should be manifest, resulting in you sharing your valuable expertise.
- **Care:** When deciding to become a mentor, you should make sure that you take this decision for the right reasons. It does not mean that a particular personal interest is illegitimate, but self-interest should not prevail over the mentee’s interest.

Every adult has a different level of trust towards strangers. That is due to one’s nature and former experiences and learnings: Some people tend to trust generally and instead take the risk of being disillusioned. Others are categorical mistrustful and have to earn their trust, and of course, there are many variations between these.

What should be understood is that trust-building is an ongoing process, and it might take some time until it has reached a practical level. It does also not depend on big gestures, but rather the small moments and a steadiness matters.

Furthermore, it is not a “one-way” street: On the one hand, both -Mentor and mentee- have to be involved and willing to engage. The trust has to be established on both sides, and the element of mutuality and support at eye level leads to a solid rapport. It also comprises a certain willingness of the Mentor to speak openly and share thoughts and personal experiences.

On the other hand, already built trust is a fragile “thing” that can destroy quickly when, e.g., acts do not match words or when one’s belief is being betrayed. With this regard, confidentiality is especially crucial: Within a mentor-mentee relationship, confidential information is desired. It is the Mentor’s task to prove him*herself reliable. It has to assure this information would never -under no circumstances- should be discussed with others. If these unwritten rules are violated, irreparable damage to the relationship happens, and it

¹ See Feltman, Charles (2008), The Thin Book of Trust: An Essential Primer for Building Trust at Work.

might become necessary to end the mentoring constellation.

Importance of trustful relationships when working with migrants, refugees, or asylum seekers.

When starting to work with mentees who are not initially from the country where they currently reside (because of self-chosen migration or forced migration), there might be specificities to bear in mind. In this case, one should be aware that the mentee finds themselves confronted with a new system (society, economy, bureaucracy, and authorities, etc.) which can be highly challenging personally and time-consuming when embarking on the path of mentoring. Furthermore and more importantly, especially with traumatic experiences of forced migration, it might be challenging to trust again. A mentor must be aware of the mentee's background and his*her experiences and have to act accordingly and carefully.

Unit 2 Designing the Future Path Together

Trust is not only an essential element when it comes to your interpersonal relationship, but it is also crucial to make your mentoring successful. To guide your mentee towards his*her goal in the long-term, you will need to set a future path to tread together.

Trust will be the prerequisite for this as:

- The mentee needs to feel that he*she can share thoughts, dreams, and visions. It might take some time, as the latter might be very personal. Sometimes mentees might even be not aware of the goals, meaning that they are somewhat unconscious. Then you will need to work hard to make the mentee realize what he*she wants in life.
- You, as Mentor, have to know your mentee well to structure the short-term and the long-term steps ahead. There is no sense in designing a strategy to reach the mentee's goal if he*she does not have the needed competencies, characteristics, mentality, etc., to follow your procedure successfully.

Of course, it all depends on the shape of the mentoring, the notion of the Mentor and the mentee, and the goals to achieve (e.g., settling in a new society, finding a job, starting an own business). Some mentoring relationships might dig more profound than others, and a broad sharing of personal information might not always be necessary. In the end, it depends on what both parties agree on and what they feel comfortable with.

Unit 3 Tips to Get Started with Your Mentee

To build a long-lasting relationship of trust, one should start on a one-to-one basis. Even if you head towards mentoring in group settings, you should take the time, in the beginning, to talk to each of your mentees individually. Take the time and effort needed to set the base for your future mentoring – only once you and your mentee have built a stable relationship, the work to follow can be fruitful.

What to consider for the first meeting with your mentee

Location:

Choose a location that makes you and the mentee feel comfortable (e.g., a coffee place, a park, or else)

Format:

Avoid a speed dating or job interview character. The task is to get to know your mentee, but this does not happen via the "classic" questions.

Listening: Be prepared to listen actively and to remember. If needed, you can also take notes if your mentee agrees to it.

Flow:

Let the talks flow naturally, but have a plan up your sleeve in case of stagnation.

Timing:

Do not plan other appointments shortly after as depending on the flow, you might take longer as expected, and you should not have to hurry with your mentee.

Respect:

A mentor-mentee relationship is exceptional, and concern is a prerequisite for functioning. Do not judge on experiences and past decisions and value your mentee's background.

Sharing:

A relationship of whatever nature is a "two-way street", meaning that you will have to share your thoughts and experiences if you wish to learn about the ones of your mentee.

Expectations:

Do not expect too much from the first meeting. Trust evolves slowly, and it takes time and action.

CHAPTER 5

HOW DO WE LEARN AND MEASURE THE LEVEL OF UNDERSTANDING?

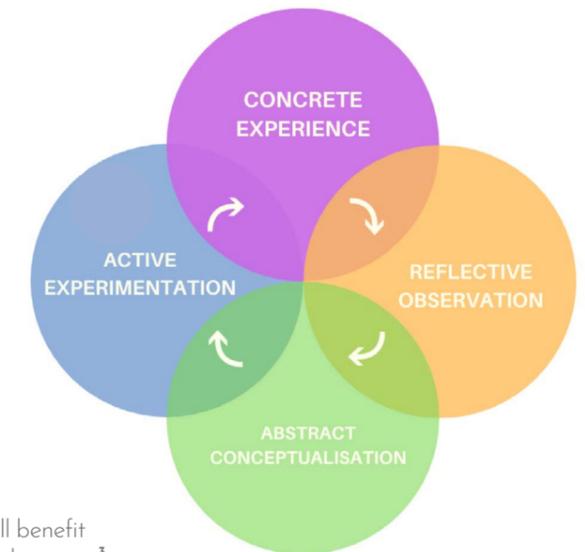
We understand learning as a lifelong process in the MOTIVATE project, especially when talking about adult learners (migrants/refugees and asylum seekers). According to the 2015 UNESCO's Recommendation on Adult Learning and Education.

"Adult learning and education aim to equip people with the necessary capabilities to exercise and realize their rights and take control of their destinies. It promotes personal and professional development, supporting more active engagement by adults with their societies, communities, and environments. It fosters sustainable and inclusive economic growth and decent work prospects for individuals. It is, therefore, a crucial tool in alleviating poverty, improving health and wellbeing, and contributing to sustainable learning societies."²

In this chapter, we will focus on the learning approach of experiential learning that you as a mentor can apply with your mentees, present some essential feedback and assessment methods and introduce some practical exercises and tools to support you in this mentoring journey.

Unit 1 Experiential Learning

Learning is encouraged when one is motivated. A learning approach that can enhance the motivation of adult learners is experiential learning/learning by doing. Experiential learning can be described as the learning process where "knowledge is acquired through the transformation of experience," action and practice. According to Kolb's cycle, for learning to be effective, it should progress through different stages: of (1) having an experience, which one (2) observes and reflects upon and therefore (3) conceptualizes it and finally (4) uses this analysis and conclusion of experience to test a hypothesis in the future, which will then result to a new (improved) experience.



When used in a mentoring program, this learning approach will benefit the mentees by enhancing their confidence in their everyday decisions³. Some characteristics⁴ of this approach are:

- It is a cyclical process through which the mentee can set goals, think, plan, experiment, and make decisions for the future.
- The selected experiences are discussed, reflected, reviewed, critically analyzed, and synthesized upon, which will enable mentees to use initiative and be accountable for the results of their choices.
- When posing questions to your mentee, you will actively engage them in the learning process intellectually, socially, as well as emotionally.
- The learning should happen in a safe environment, as already mentioned in chapter 4, to be authentic to the mentees' needs and thus, effective. So make sure that you consider their needs when setting a safe environment of learning.

Tip

Some methods that you can use to encourage experiential learning with your mentee are non-formal education methods that are interactive, such as case studies, role play, simulations, and games.

If you wish to learn more about non-formal education, you can refer to our MOTIVATE IO1: Course for Professionals.

² UNESCO (United Nations Educational Scientific and Cultural Organization). (2016:8). Recommendation on adult learning and education 2015. Paris/Hamburg: UNESCO/UNESCO Institute for Lifelong Learning.

³ Page, K. (2002). Reflections in learning and professional development.

⁴ Association of Experiential Education (2020). <https://www.aee.org/>

Unit 2

Assessing the progress of a mentorship programme

Measuring the impact of your mentoring approach and your mentee's progress is another component of an effective mentoring assessment programme. For adult learning to be lifelong, you need to equip your mentees with skills and competencies to self-reflect and self-assess their progress throughout their life. As you can already see in our MOTIVATE IO1: Course for professionals, self-assessment is beneficial because it:

- enhances learning (including deep and lifelong learning);
- enhances one's civic and social competencies;
- develops the learners' autonomy, cognitive abilities, and metacognitive engagement and,
- promotes active engagement with learning and a better understanding of the content.

Learning objectives of mentoring programs need to assist Mentors and mentee's own goals. Without ongoing evaluation, it is impossible to gauge how beneficial or not the Program has been for the mentees. Therefore, you will neither be able to adapt and improve your approach as a mentor. Therefore, defining learning outcomes in mentoring processes is of the utmost importance to set up the evaluation measures⁵. In doing so, the evaluation process requires self-reflection and collaboration between you and the mentee. Ensure that you engage your mentee in this learning process and adjust your methodology and tools according to their needs. Every mentoring program must be personalized based on the mentee's realities and struggles based on their new environment for the mentee to be motivated and comfortable. Set some SMART goals from the very beginning and identify the success criteria for both of you. Collect evidence through self and peer assessment, measure the progress of your mentee(s), demonstrate and share outcomes with them throughout the mentoring programme. You can do that at the beginning, in the middle, and at the end of this mentoring journey, comparing the results and adjusting the initial goals set throughout the process for a more effective mentoring and impact.

Set goals at the beginning of the mentoring & identify success criteria



Select evaluation methods/ approaches



Collect evidence & demonstrate outcome

Therefore, as part of the process of measuring the level of understanding of your mentees, you are called as a mentor to provide ongoing and constructive feedback throughout the mentorship programme. Here are some methods to help you do this effectively:

BOOST Model

For feedback to be constructive, it should be.

Balanced	The focus should be on the receiver's development and strengths, focusing on how the forces can be further leveraged. When giving "negative feedback," be sure to include sound and constructive points too.
Observed	When you offer your feedback to your mentee, make sure that it is based on something that you have observed explicitly in their actions, instead of relating it to your feelings and biases.
Objective	Linking what has been said above, make sure that you refer to her certain actions and outcomes rather than their personality when giving feedback to your mentee. Be as descriptive as possible, without being evaluative, though.
Specific	Make sure that you back up your comments with specific examples of the observed behavior on what went well or not.
Timely	Make sure that you give your feedback after each activity with your mentee. It will help you to discuss practical actions accurately.

Sandwich Method

It is a way of giving negative feedback constructively, focusing on the good qualities of your mentee. Specifically, start the discussion with the positive feedback, then the negative criticism without judgment, and then close with some appreciation words again.

Advice

If you wish to learn more about the different assessment methods of formative, summative, interim and diagnostic, refer to IO1, module 8: The concept of (self) assessment, here: <https://educulture.se/courses/motivate-your-future/>.

⁵ Carter, A. (2006). Practical Methods for Evaluating Coaching. Institute for Employment Studies. ISBN 1 85184 337 X. Retrieved online from: <https://www.employment-studies.co.uk/system/files/resources/files/430.pdf> on the 11th of May 2021.

Unit 3

Practical Exercises

AIR BALLON

Type	Non- formal education activity from the Treasure Box for mentors of the EVS Realm project.
Specific Objective	To enhance awareness and reflection of the personal learning process of the learner throughout your mentoring Program.
Duration	Approximately 45 mins
Material/space	You can draw the air balloon and give them the template or show them the template below, and they can draw on a piece of paper. You can provide some markers, and you can put some music on to relax.
Participants	Individual exercise but then debriefing could take place in group settings to exchange reflections.
Description	
Implementation steps	<ol style="list-style-type: none"> 1. Explain the metaphor to the mentee and the aim of this exercise (5'): Building on the analogy of an Air Balloon, you can resemble your learning process to a device that can elevate, stay static, and start moving towards earth. 2. Give them some alone time and advice them to create their graphic visualization of the metaphor and its elements (see template below) and answer the following self-reflection questions on their learning process/style by taking as an example this particular mentoring Program (20'): <ul style="list-style-type: none"> • What elevates/supports your learning? • What stops your learning? • What you already have in your basket (skills, knowledge, attitudes) 3. Initiate a discussion based on their reflections either in peer to peer discussion or a group discussion. You can debrief using the following questions (20'): <ul style="list-style-type: none"> • How have you felt during the self-reflection process? • What have you learned about yourself that you haven't thought about before? How would you like this knowledge to be used in this mentoring programme (if you are doing this exercise at the beginning of the mentoring programme)? / Have you met your goals set at the beginning of this mentoring programme (if you are doing this exercise in the middle or at the end of the mentoring programme)? <p>How can you use this knowledge for the future? What were your strengths, weaknesses, opportunities, and threats in this learning process, and how would you transform them into specific, measurable, attainable, relevant, and time-based goals (SMART)?</p>

Methodological advice/ variations.

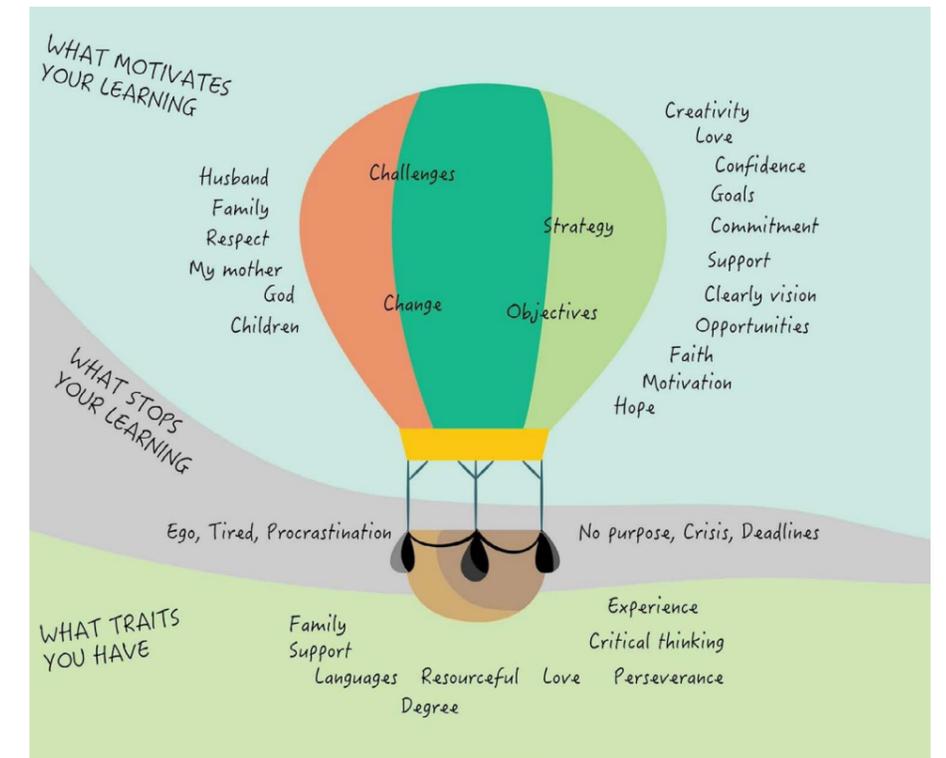
TIP

If the online mentoring Program is implemented, you can transform these exercises using online tools and platforms like google jam board or Mentimeter.

If they feel more comfortable, they can do this exercise in their language and share a summary with you.

These exercises at the beginning of the mentoring programme set goals to compare results or reflect on the learning process so far and set and adjust the initial learning goals of the mentoring programme.

Other material and templates (web links, pictures, etc.)



HOW TO PLAN / IMPLEMENT/ MONITOR YOUR MENTORSHIP PROGRAM?

Unit 1

What should people do when they want to decide to be a mentor?

When someone decides to be a Mentor, it is not a modest task, and it requires the development of several skills and competencies. It does not mean that you have to be excellent at everything, but when you are aware of what you need to "adapt," you can strive to be better. Being a Mentor can expand knowledge, increase career satisfaction and personal satisfaction.

So besides, to have the knowledge and mentoring experience, both professional and from life experience, you must enjoy sharing your experiences. One might have a lot of accumulated knowledge and a lifetime of rich experiences, but if the individual does not like to share, being a Mentor is not a good choice, for the foundation of the Mentoring relationship is sharing;

So to be a Mentor, you should be sensitized to the improvement of another person, create empathy, enjoy teaching, have a sense of fulfillment and pride when observing the growth of the other.

It is vital to search for institutions of reference that can help you to become a better Mentor. The specialization, the reading of best practices handbooks can help you develop a better way to be the Mentor you wish to be.

You must reflect about yourself, about if you do have what it takes to be a Mentor. Knowing yourself best and perceiving if you have the knowledge and the necessary experience at a professional level and in life.

- You can start by doing mentee Need assessment
- Think & design the requisites for your Program
- Plan how to manage your Program
- Consider the team to manage the Program
- Create the procedures of your Program
- Choose Mentor/team
- Implement your Program
- Monitor/Evaluate your Program

Unit 2

Make your action plan and timeline

To be a Mentor, you must act as an agent, a facilitator in the Mentoring process, a professional that wants to achieve the objectives and the goals in a motivating and exciting way. In doing so, it is essential one can design their action plan and timeline. However, it is relevant to keep the processes, challenges, and emotional drains. It is advised to build resilience and impartiality (Mauricio Costa).

You must think about several issues related to this planning process, like who is the target group you are going to be mentoring, who are the Mentees.

Unit 3

Plan and implement your mentorship programme inclusive monitoring actions

After starting the Program, you must monitor, evaluate and review it to improve it even better.

Even if the mentoring Program is formally designed or not informal, you must ensure monitoring procedures are efficient. Simple steps might help to do it:

If the Mentoring program is **more informal**, you can record each session, as agreed among Mentor and mentee, and evaluate it concerning the activities performed and its main goals, what was involved, and record a session summary, the debated issues and main points of the action. After the session, you can review all the steps and make any adjustments.

If the Mentoring program is **more formal** you can train the mentors, think about match mentor & mentee the best way, have some guidelines concerning mentoring and what is involved. If necessary, you can set up predetermined/contractual arrangements; develop a specific system to evaluate your Program's efficiency.

Hence it is a good practice to assess the evolution of the mentoring relationship and to do it you can establish expectations from the start. After some time, you can observe how this relationship is working and growing.

You can measure the outcomes by asking all the participants for feedback, sending a simple questionnaire/survey, assessing mentors/mentees, and designing the Program. If you choose a questionnaire/survey, you can ask some specific questions about the program content; you can also ask for a written report to each participant in the Program or an interview with a testimonial about their participation experience. If you wish only to evaluate the Mentor, Specific mentoring principles are advised.

MENTORSHIP PROGRAM TEMPLATE

'Mentoring is to support and encourage people to manage their learning so that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.'

Eric Parsloe

Local	(where will occur the Mentorship) Online/ Presence
Session	(number of sessions are to be performed) and length of mentoring matches
Modality	<ul style="list-style-type: none"> • Mentorship • Decide the type of mentoring relationship (e.g., academic, youth/adult development, school career)
Target group / Mentee	<p>Define the population that your mentorship mentorships program will serve, e.g., migrants/ refugees/asylum seekers, other)</p> <ul style="list-style-type: none"> • Describe the group • Age • Gender • Mentoring Need • Common characteristics • Specific needs
Mentor / Mentors Assigned	Select the Mentor and Mentors team
Organizational Structure	<p>Mentor's program Management team (if any) Clear Roles of each team member</p>
Outcomes (General and Specific)	Determine the outcomes you wish to achieve with mentoring to mentees, mentors, and the project/organization if any.
Mentoring Program	<ul style="list-style-type: none"> • Determine the mentoring the Program will offer to bear in mind that the Mentorship must establish a trusting, cultivating, positive relationship among Mentor and mentee. • Responsible mentoring can take many forms: traditional mentoring (one adult to one young person); group mentoring (one adult to up to four mentees); team mentoring (several Mentor working with small groups); • Peer mentoring; • E-mentoring (mentoring via the internet). • It is essential to consider one-to-one and peer mentoring may require more mentors than other types of programs. Group and team mentoring will let you work with more people with fewer mentors, and E-mentoring can be less restrictive in connecting people virtually.
Skills / Attitude / Competences to Develop Work	The Mentor's work supports the mentee in finding solutions to a particular problem rather than directly approaching the problem.

Examples of Skills / Competencies

The following are examples of skills:

- Technical and tactical skills.
- Knowledge skills.
- Resource management.
- Organizational management (coordination and results orientation).
- Methodological skills: adaptability, flexibility; management by objectives, dexterity; Organisational and relational: leadership, communication, conflict management; team management.
- Career exploration; Life Skills, Education, Social Skills

Pedagogical Resources / Didactic / Equipments

- Computer
- Video projector;
- Boards
- Paper
- Pens
- Colour markers
- Other

Monitor / Evaluation / Assessment

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APPENDIX B: FURTHER READINGS / MATERIALS

- <https://apdes.pt/wp-content/uploads/2019/02/Programa-de-Mentoria.pdf>
- <https://youth.gov/youth-topics/mentoring/considerations-starting-mentoring-program>
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FAAL DERNEĞİ
Ankara, Turkey
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Mine Vaganti NGO
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